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ABSTRACT

The Improvement of Job Placement Services Project was undertaken to examine and strengthen job placement services and programs in the California community colleges. Specific objectives of the project were to: (1) select and convene a 12-member representative advisory committee to oversee project operations working with the California Placement Association; (2) identify existing practices, procedures, and standards employed by California community college job placement offices and develop a "state of the art" position paper; (3) define criteria and quality indicators to serve as guidelines for local college/district placement efforts, utilizing a 24-member Task Force; and (4) publish a job placement operational handbook for distribution to all California community colleges. Using data from existing surveys of job placement programs, the Task Force members convened in January and March 1991 to develop key activities and related quality indicators deemed essential to the success of job placement programs. The Task Force then sent a draft publication to all 107 California community colleges, as well as to industry representatives, for their review and recommendations. Responses from 50 colleges/agencies were summarized and merged into the existing Activities and Quality Indicators. This report includes a review of the anticipated and actual outcomes of the project; a list and flow-chart of major activities conducted; a brief project evaluation summary; and a review of dissemination procedures. The bulk of the report is comprised of appendixes which include a list of Task Force and Advisory Committee members; the state of the art position paper; field survey forms and response summaries; Task Force meeting agendas; and implementation guidelines. (PAA)

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IMPROVEMENT OF JOB PLACEMENT SERVICES

Project Number: 89-0665
September 1, 1990 - June 30, 1991

Funded by a VEA grant awarded to
MT. SAN ANTONIO COLLEGE by the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

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IMPROVEMENT OF JOB PLACEMENT SERVICES

Project Number: 89-0665
SEPTEMBER 1, 1990 - June 30, 1991

Sponsored by:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES
and the CALIFORNIA PLACEMENT
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This report is made pursuant to contract/ agreement number 89-0665. This project was supported by the Carl D. Perkins Vocational Education Act, Title II, Part B, P.L. 98-524, funds administered by the Chancellor's Office, California Community Colleges.

"This activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

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"I believe I see the light at the end of the tunnel. Placement may soon be recognized as one of the most important services an educational institution provides. Why else would some one get job training/preparation if not to obtain employment? Thank you all for your efforts."

Joe Dias
Rancho Santiago College

EXECUTIVE SUMMARY

The IMPROVEMENT OF JOB PLACEMENT SERVICES Project was designed to promote expanded understanding and strengthening of community college Job Placement Programs. This was to be accomplished through assessing the current state of the art and identifying "Quality Indicators" for community college job placement. The project was cosponsored by the California Placement Association (CPA) which strongly advocated and endorsed the project. CPA officers and Board members were active participants in the project.

A thirteen-member representative Advisory Committee reviewed existing surveys and information to assess whether additional surveys were needed. In the judgement of the Committee, a field survey was not warranted. Existing data were synthesized and summarized into working documents for review by a 24 member Task Force.

The Task Force members were convened in a retreat setting in January 1991 to develop and recommend key Activities which were essential for Job Placement Programs. Quality Indicators were developed for each activity. The intent was that these could be utilized by a college to develop, expand and/or assess their current placement services. The Task Force met again in March to further refine the Activities, Quality Indicators and Appendixes.

The draft publication was sent to 107 colleges/71 districts, Advisory Committee and Task Force members and other key individuals in education and industry for their review and recommendations. About 50 colleges/agencies responded. All recommendations were summarized and merged into the Activities, Quality Indicators and Appendixes for final action by a Task Force Editing Subcommittee and the Advisory Committee. Final editing, recommended distribution and project evaluation were accomplished in June.

Planned community college distribution included: Board of Trustees President, District/College Superintendent/President, Deans of Occupational Education and Student Services and Job Placement Coordinator. Colleges were encouraged to implement use of the Quality Indicators to help assess their relevance and practicality. The publication was designed for maximum flexibility for ease of future revision to maintain currency. The COCCC continued focus on improving Job Placement for vocational education students will result in testing/refining the Quality Indicators in 1991-92, providing technical assistance to a sample of community colleges and developing a handbook for implementation.

OBJECTIVES

1. **Working with the California Placement Association, identify, select and convene a twelve-member representative advisory committee to oversee project operation.**

2. **Identify existing practices, procedures and standards employed by California community college Job Placement Offices and develop a "state of the art" position paper.**

3. **Utilizing a 24-member Task Force develop criteria and quality indicators for community college Job Placement Offices to serve as guidelines for local college/district placement operations.**

4. **Design and publish a job placement operational handbook and, following review and approval by the Advisory Committee, Task Force members and COCCC, distribute to 107 California community colleges/71 districts for local implementation.**

OBJECTIVES
OUTCOMES
MEASUREMENT

Objective 1: Working with the California Placement Association, identify, select and convene a twelve-member representative advisory committee to oversee project operation.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
A twelve-member project advisory committee representative of community college vocational education administrators, instructors, placement officers and students; the Employment Development Department; private placement agencies and employers.	A 13 member representative Advisory Committee was appointed. See Appendix A for Committee Roster and area of representation. Two members did not attend Committee meetings.
Three meetings of the committee to: • Recommend project strategy , survey design and Task Force members. • Refine the Job Placement publication. • Develop implementation guidelines, evaluate the project and recommend future action.	Two meeting of the committee to: • Recommend project strategy and Task Force composition, review existing surveys and data. • Review the final draft publication, evaluate the project and recommend future action.
Active participation of all Advisory Committee members as Task Force facilitators.	Based on Advisory Committee recommendation, members for Task Force participation were selected from applications submitted. Nine of the 11 active members applied and served. Three were facilitators.
Instrumental in gaining field input.	A significant number of Committee members developed ownership for the project and actively worked to promote understanding and gain field input.

MEASUREMENT: The success of project progress was the most significant indicator of Advisory Committee participation and composition. The level of participation and ownership was impressive.

COMPARISON: Anticipated and Actual Outcomes compare favorably. The elimination of the planned April meeting was dictated by project progress and was replaced by a second working session of the Task Force. Implementation guidelines were not developed since they were a planned component of the 1991-92 project and would be more relevant if developed after field testing of the model. However, the suggested content for the cover letter from Pat Stanley, Dean, Vocational Education, COCCC included some implementation ideas. In general, the objective was achieved.

Objective 2: Identify existing Job Placement practices, procedures and standards employed by California community college Job Placement Offices and develop a "state of the art" position paper.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
A search and summary of existing surveys, reports and information for Advisory Committee review.	Existing surveys, reports and publications were collected and summarized for review by the Advisory Committee.
A survey to address information gaps pertaining to California community college Job Placement practices, procedures and standards distributed to 107 colleges/71 districts.	Based on the recency of the information, most notably the Job Placement Survey conducted by Joan Jacobson, Career Counselor, College of the Canyons, the Advisory Committee recommended that a field survey was not warranted.
A state of the art position paper to be utilized as a decision base by the Advisory Committee, Task Force, COCCC and project staff.	A "state of the art" position paper was prepared for use by the Task Force, COCCC and Advisory Committee. **See Appendix D.**

Objective 3: Utilizing a 24-member Task Force, develop criteria and quality indicators for community college Job Placement Offices to serve as guidelines for local college/district placement operations.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Recommendations and selection of a 24-member Task Force, including 12 Advisory Committee members.	In accord with the Advisory Committee recommendation, an application for Task Force membership was developed and widely distributed to 107 community colleges and to the CPA members. **See Appendix C.** From applications submitted, members were selected. Special consideration was given geographical setting, college size,gender, ethnicity and professional responsibility. **See Appendix B.** Members were recruited to balance the representation of college responsibility and business/industry. 24 members were appointed and provided with background/orientation information and the Charrette Process. **See Appendix E.**
Procedures for developing Quality Indicators utilizing the Charrette process.	Extensive resource/reference materials were compiled for Task Force use including the Jacobson survey results; the placement section of "They Said It Couldn't Be Done", Student Services Program Review Project, 1986; the Laney College Placement Model Demonstration Project, 1989. Task Force members were encouraged to bring additional materials for review.
Resource/reference materials for use in developing Job Placement Activities and Quality Indicators.	Two recent surveys were reviewed: The Design of An Effective Job Placement Program for Foothill College completed

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	by intern Alice Hanko and a survey of computerized placement services conducted by Lyn Hood, Cabrillo College.
Training and orientation of Task Force Facilitators.	Facilitator training and advance planning for Task Force activities were conducted on Sunday, January 13. Task Force members were assigned to specific work groups: Commitment & Resources, Activities & Services, Marketing and Evaluating & Reporting.
A two-day retreat for Task Force members.	Task Force members were convened Monday, January 14 and Tuesday, January 15. 22 members attended. **See Agenda, Appendix F-1.**
Development of Job Placement Activities, Quality Indicators and Appendixes giving special recognition to the needs of special student populations and gender fairness.	Work groups developed individual sections, presented recommendations to the total group and consensus discussion followed. Elements, Criteria and Quality Indicators were developed for each section. Particular emphasis was given to populations with special needs and to achieving gender fairness. Suggested Appendixes were developed for each Section.
A recommended format for the final publication.	Task Force members met a second time, March 4, 1991 to refine and recommend content, organization and format. **See Appendix F-2.** At that time the narration was simplified to include Activities and Quality Indicators. A Task Force Editing Subcommittee met Thursday, June 6 and Friday, June 7 to make final revisions to the Job Placement Activities, Quality Indicators and Appendixes and make certain all field suggestions were addressed. **See Appendix F-3**

MEASUREMENT: Task Force and Advisory Committee members evaluated the progress and results of the process. The most meaningful evaluation came from field response to the review draft. Although there was extensive input, comments were essentially favorable. Assessment of the process and procedures was made by project staff working with the four Facilitators. Refinements were made as warranted.

COMPARISON: Actual outcomes exceeded those planned because of the expanded involvement of the Task Force. The retreat setting was highly supportive for the rigorous demands of the task and the productivity level required. Task Force members were dedicated and committed and a diverse mix of perceptions about and experience with community college Job Placement Programs.

OBJECTIVE 4: Design and publish a job placement operational handbook and, following review and approval by the Advisory Committee, Task Force members and COCCC, distribute to 107 California community colleges/71 districts for local implementation.

ANTICIPATED OUTCOMES

Staff refinement of Task Force draft following the retreat and distribution to the Advisory Committee, Task Force, COCCC, CPA Board for review.

Strategies for gaining field input and specific commitments from Task Force members.

ACTUAL OUTCOMES

Staff refined and edited the draft publication and distributed review copies to Task Force and Advisory Committee members.

Strategies and contacts for gaining field input were developed by the Task Force. **See Appendix G.**

Comments and recommendations were incorporated into the publication and the Task Force was reconvened in March. Staff edited the review draft for distribution.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	Copies and a response form, **See Appendix H**, were mailed to 107 college Deans of Student Services, Vocational Education and Instruction and Job Placement Directors and Advisory Committee and Task Force members.
Synthesis of comments and recommendations into a final review draft for Advisory Committee, Task Force, COCCC and CPA Board for approval.	Field input was reviewed and summarized. **See Appendix I**. The draft was edited for Task Force Editing Subcommittee review and recommendations. Task Force Editing Committee met in June to revise the Quality Indicators and make recommendations to the Advisory Committee.
Advisory Committee recommendation for implementation guidelines.	Advisory Committee members were provided with a list of recommendations for implementing the Quality Indicators. **See Appendix J.**
Editing and publishing of 500 copies of the final product for distribution to 107 community college Job Placement Directors/Coordinators and Deans of Student Services and Vocational Education, Task Force and Advisory Committee members and other key contacts.	Recommended distribution was expanded to include: Board of Trustees Presidents, District/College Presidents/ Superintendents, Deans of Student Services and Vocational Education, Job Placement Directors and Task Force and Advisory Committee members. 700 copies were published and will be distributed prior to July 30, 1991 with a cover letter from Dr. Pat Stanley, Dean, Vocational Education, COCCC.

MEASUREMENT: Continual assessment of the Activities and Quality Indicators was made by the project staff in concert with the project monitor, the Advisory Committee and the Task Force. Field response from representatives of almost 50 colleges/agencies, was a measure of content effectiveness and was in general judged very positively. All input was carefully reviewed and analyzed, field input was discussed with the Task Force Editing Subcommittee and most suggestions were incorporated into the final publication. The format and organization of the publication were proposed to the Task Force and modified in accord with their recommendations. The Quality Indicators for Job Placement Programs were designed to be flexible and adaptable to local use and easy to revise. Consequently, color coded tabbed sections, drilled for insertion into a three ring binder or for filing was the format specified.

COMPARISON: Actual Outcomes exceeded those Anticipated. The Task Force met twice and an additional meeting of an Editing Subcommittee was held. This enabled additional refinement of the document. The widespread mailing to the field for draft review provided the opportunity for all community colleges to input to the guidelines. Task Force and Advisory Committee members held review/discussion sessions with their constituencies to gain additional comments and suggestions.

PROCESS

The Charrette Process utilized to develop the Job Placement Activities and Quality Indicators worked well. It provided a format within which all views could be expressed, consensus discussion occurred and compromise/negotiation were supported. The isolation of a retreat setting provided the appropriate environment – free from distractions, conflicting pressures and interruptions.

In planning the strategy, two similar publications were reviewed and the processes utilized discussed with the project directors. These were the *Program Plan for Community College Home Economics* and the *Gender Equity Quality Indicators*. Both processes had involved a Charrette approach. Developing ownership among Task Force members was the strong recommendation which came from both projects.

Task Force dynamics developed rapidly in the retreat setting. Some individuals responded more favorably than others to the process. The four work groups progressed at different rates. Some groups were impeded by individuals who were conditioned to a "win win" attitude and found negotiation and consensus discussion difficult.

The concept of "Quality Indicators" was not readily understandable to the Advisory Committee or the Task Force. It became an evolving process. Advisory Committee recommendations for the organization of the Task Force work was an acceptable starting point. However, as the Task Force became more deeply involved with their definitions of Job Placement Activities and Quality Indicators and developed greater ownership, their perspective and consequently the document itself changed.

A major difficulty was separating the current state of the art for community college Job Placement Programs and the restrictions imposed by limited resources from the intent of the publication: **to provide guidelines for a local college to use in assessing their Job Placement Program, identifying strengths and needs for improvement and planning short term and long range goals and directions**. The guidelines were not intended to be prescriptive, but rather were designed to offer options which would provide flexibility and adaptability to local college and work place needs and respond to the wide range of placement operations and characteristics.

Task Force work was greatly facilitated by having two computers available at all three meetings, the availability of project staff to input draft copy as it was developed and generate hard copy for review. Each work group was color coded which gave immediate visual reference for the section in which the copy belonged. Work progressed much more rapidly because of this strategy.

The expanded field review distribution provided an objective evaluation of the guidelines and their clarity and practicality. Field responses were given thorough consideration by project staff working with the Task Force Editing Subcommittee. All suggestions were treated in a fair and equitable manner.

Key to the process was the ownership which Task Force members developed. Many individuals were instrumental in leading discussions with review groups of their peers. Through this experience and their own commitment, the Task Force became dedicated to the development of a relevant, quality publication which would further the improvement of Job Placement Programs and Services for all community college students.

The final phase in the refinement of the Quality Indicators is implementing and testing their validity. This is an essential next step which will be addressed through the 1991-92 project.

MAJOR ACTIVITIES

- Design project strategy and implementation approaches with project staff, the project manager and the project monitor.
- Conduct a search of existing surveys, studies and related projects through the COCCC, VOICE, ERIC and the CPA.
- Identify potential members for the Advisory Committee with the project staff, COCCC and CPA officers.
- Select a thirteen-member Advisory Committee representative of community college Job Placement Directors, vocational education administrators and instructors; four year college/university, ROC/P and private school placement directors; CPA officers; employers and the Employment Development Department. Define committee roles and responsibilities. **See Appendix A** for Committee roster.
- Prepare background information for committee planning and review. Schedule committee meeting for Friday, November 9. **See Agenda H-1.**
- Implement committee recommended plans for project strategies and activities.
- Design and distribute a job description and application for Task Force service.
- Identify a retreat site for the Task Force to meet in January 1991.
- Meet with project director; MSAC Dean, Economic Development & Occupational Programs and CPA president to select Task Force members.
- Invite Task Force members to serve, defining their scope of responsibility, the project anticipated outcomes, the time commitment expected and the schedule for the retreat.
- Develop informational packets and resources for Task Force.
- Train Facilitators to lead Task Force work groups. Assign Task Force members to a specific work group: Institutional Commitment & Resources, Placement Activities & Services, Marketing and Evaluating & Reporting. Provide worksheets for each group including: Element, Criteria and Quality Indicators; Glossary and Appendixes, Strategies for Gaining Field Input.
- Orient Task Force to the process, the schedule (**See Appendix F-1**), assign work groups and coordinate work flow for Facilitators and work groups. Assess progress throughout meetings with Facilitators twice daily.
- Edit and compile Task Force first draft to eliminate duplications, for consistency and for clarity. Identify areas of confusion, omissions, etc. for Task Force consideration. Distribute to Task Force and Advisory Committee for review and recommendations.
- Confer with project monitor, project manager and Dean of Economic Development & Occupational Programs, MSAC with recommendation that the Task Force be reconvened to spend additional time developing and refining the Quality Indicators and that this meeting replace the planned April Advisory Committee meeting. (NOTE: The project proposal specified that all Advisory Committee members would serve on the Task Force. At Advisory Committee recommendation, this strategy was changed. Although nine Advisory Committee

members served on the Task Force, three as Facilitators, the additional members did not have the background to edit and refine the Quality Indicators.) The proposal was approved.

- Schedule Task Force meeting March 14. See Agenda, **Appendix F-2**. Outcome: publication ready for final editing and distribution for field review.
- Develop a response form for indicating recommendations. Mail with review draft and cover letter with a reply deadline of April 19. Responses were slow returning and time was extended. The last response was received June 1.
- Summarize field responses and distribute to Task Force and Advisory Committee.
- Incorporate field input into Quality Indicators in preparation for Task Force Editing Subcommittee and Advisory Committee meeting. Prepare summary of issues and concerns not addressed **See Appendix F-3** and a description of items to include in the Implementation Guidelines. **See Appendix J.**
- Schedule Editing Subcommittee and Advisory Committee meeting for Thursday, June 6 and Friday, June 7. Complete editing, evaluate project and recommend strategies for the 1991-92 project.
- Prepare final product for placement with a printer. Deliver camera ready copy and specifications for 700 copies of the document, a cover letter and a form for updating the mailing lists.
- Produce mailing labels for target list of individuals to receive the Quality Indicators for Job Placement Programs.
- Distribute Quality Indicators to target audiences.

A Flow Chart of Major Activities is shown on the following page.

FOLLOW-UP ACTIVITY & COMPLETION DATE

Mail 700 packages of Quality Indicators for Job Placement Programs July 30,1991

Job Placement Improvement Project
Flow Chart of Major Activities

Advisory Committee Meets to Interpret Data & Plan Project Strategy
November 9, 1990
Survey Data Analyzed and Synthesized for Task Force
Product: State of the Art Position Paper
November/December, 1990
Task Force Facilitators Meet for Orientation and Training
January 13, 1991
Task Force Meets to Develop Quality Indictors and
Standards for Job Placement and
Recommend Job Placement Improvement
January 14 - 15, 1991
Task Force Meets to Further Refine Quality Indicators
March 14, 1991
Draft Handbook Distributed to Advisory Committee, Task Force,
COCCC and CPA Board and to Field for Review/Revision
April, 1991 (Response deadline April 19, 1991)
Review Input Synthesized into Guidelines for
Task Force Subcommittee Refinement
May, 1991
Task Force Editing Subcommittee Meets June 6 - 7, 1991
Advisory Committee Meets to Evaluate Project and
Make Final Recommendations
Friday, June 7, 1991
Handbook and Implementation Guidelines
Distributed to 107 Community Colleges, 71 Districts,
CPA Board, Task Force Members and Advisory Committee
July, 1991

DISSEMINATION

Communication with project principles and those with vested interest was ongoing and continuous. The Advisory Committee and Task Force and through them their constituencies were kept fully informed of project progress, modifications and concerns. Community colleges and districts were invited to submit applications for Task Force service. That mailing included the planned outcomes for the project. All 107 colleges/71 districts were sent a draft document and invited to give suggestions for revision. The final Quality Indicators for Job Placement Programs will be sent to community college Board of Trustees Presidents, Presidents/Superintendents, Deans of Vocational Education and Student Services, Job Placement Directors and to Advisory Committee and Task Force members.

Through the planned strategies identified by Task Force members for gaining field input and keeping key individuals and groups informed communication was extended statewide. These contacts were not itemized, however, the planned commitment of the members was probably followed. Frequent presentations were also made to the CPA Board and membership.

EVALUATION

Evaluation, as is essential with developmental/research oriented projects, was continuous and ongoing. The project staff in concert with the COCCC, CPA, Advisory Committee and Task Force reviewed the schedule and strategies and made modifications when warranted. Formative evaluation and modification were essential to project success.

Formative evaluation was also provided by respondents to the draft review response form. Input was given careful consideration by project staff, the Task Force and the Advisory Committee.

Summative evaluation was provided by the Advisory Committee at its June meeting. In the committee's judgment, the modifications made strengthened the final product and the planned objectives were attained.

OBSERVATIONS & RECOMMENDATIONS

The success of the Job Placement Improvement Project is attributable to the commitment and dedication of many community college, industry and public sector professionals statewide. The CPA was a full partner in the implementation of the project and aggressively promoted acceptance and participation. Colleges which took time to review the draft document and provide suggestions were major contributors to the end results.

Particular credit is due to Task Force members who spent endless hours in working sessions, collecting resources for consideration and reviewing drafts for revision. Their participation was exemplary and enthusiastic. Without their support, the Quality Indicators for Job Placement Programs could not have been developed.

Appreciation is due the Advisory Committee for guiding the direction of the project, recommending strategies and evaluating results.

The following observations and recommendations are offered for consideration in planning similar research/development projects in the future.

- The Charrette process applied in the retreat setting was workable and created an environment of receptivity and openness which was essential to the development of the document.
- Training and advance planning of Facilitators, and periodic meetings during the retreat to monitor progress and problems and assess results kept the Task Force focused and on track.
- The diversity of the mix of Task Force members and their areas of representation was a strength. Private and public sector representatives were vital members who contributed a different perspective.
- Ownership developed by Task Force and Advisory Committee members provided an enthusiastic resource/reference for field dissemination.
- Field review of the draft document is important and should be built into the procedures even though it is costly and time consuming.
- Having computers on-site to generate hard copy moved the development and refinement of draft copy quickly and stimulated the creative process.
- Field testing is necessary to the practicality and usefulness of the Quality Indicators. That component of the 1991-92 project should lead to true evaluation of the product.
- Sponsorship by the CPA gave professional support to the project and was a vehicle for statewide communication.

"This document could be a valuable resource in developing guidelines and maintaining an effective Placement Office, provided the Placement Offices are allocated appropriate funds and receive cooperation from administrators, counselors, and faculty, especially those involved in vocational programs."

Helen Beaird
L. A. Trade Technical College

APPENDIXES

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Appendix A

JOB PLACEMENT PROJECT ADVISORY COMMITTEE

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Appendix B

Job Placement Task Force
Participant Roster
San Damiano Retreat • January 14-15, 1991

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Tel: (714) 582-4710 (messages)

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Shirley McGillicuddy & Associates
Shirley McGillicuddy
Mary W. Forney
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671 Chaparral Road
Sierra Madre, CA 91024
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Fax: (818) 355-5310

Appendix C

Job Placement Futurist!

24 imaginative, process-oriented, experienced individuals needed to serve on an 24 member Task Force.

Objective: to develop criteria, standards and guidelines for community college job placement leading to Job Placement Handbook and implementation guidelines.

Task Force Representation: Consideration will be given to statewide geographical locations and professional experience as: Community College Job Placement Officers; Job Developers; Vocational Education Administrators, Instructors, Student; Employment Development Department and Private Employment Agency Counselors; Employers.

Responsibilities: Study "state of the art" paper based on field survey results and other data/reports in preparation for a two day retreat on January 13–15, 1991. Develop quality indicators, guidelines, criteria and recommendations to be packaged in a Job Placement Handbook for California community colleges. Review and critique Handbook following retreat. Feel futuristic about your contributions to improved Job Placement Standards and consistency and service to vocational education students.

Compensation: Interaction with a select group of highly qualified individuals committed to community college vocational students and their placement in jobs for which they are qualified. A project paid retreat (lodging, meals and travel). Be a thought leader and futurist.

Please Reply on Attached Form.

Job Placement Services Improvement Project

Sponsor:
California Placement Association • Chancellor's Office, California Community Colleges • Mt. San Antonio College Supported by a grant awarded to Mt. San Antonio College by COCCC, funded by Title II Part B VEA Funds.

"No Persons shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied, the benefits of, or be subject to discrimination under this project."

Job Placement Services Improvement Project

Application/Recommendation for Community College Job Placement Task Force
(Only 24 individuals will be selected)

Name: _____ Title: _____
College/Agency _____ Telephone: (_____) _____
Address: _____ Zip _____

Category: (Check (✔) appropriate response)
Community College

☐ Job Placement Officer
☐ Job Developer
☐ Vocational Administrator
☐ Vocational Instructor
☐ Vocational Student
☐ EDD Counselor
☐ Private Placement Agency Counselor
☐ Employer
☐ Other: (Please specify)
_____

Brief Statement of Qualification and Commitment to Community College Vocational Student Placement. Include efforts to place disadvantaged, disabled, nontraditional and culturally diverse students.

_____
_____
_____
_____
_____
_____
_____
_____

Project participation has been cleared: ☐ yes ☐ no

If NO, please list manager to contact for clearance.
Name: _____ Title: _____
College/Agency _____ Telephone: (_____) _____
Address: _____ Zip _____

Name of Individual Completing Application/Recommendation
_____
Telephone: (_____) _____
Signature: _____

Please mail this application to:

Job Placement Project
671 Chaparral Road
Sierra Madre, CA 91024
(818) 355-8715

Appendix D

JOB PLACEMENT IMPROVEMENT PROJECT

TASK FORCE RETREAT • JANUARY 14-15, 1991 • SAN DAMIANO

ANTICIPATED OUTCOMES

Development of mission statement and key elements, criteria and quality indicators for community college job placement programs/services for review and refinement by:

- Task Force Members
- Project Advisory Committee
- 107 Community Colleges/71 Districts
- Related Agencies/Organizations

INTRODUCTION

The Job Placement Improvement Project was identified as a high priority need by the California Community College Placement Association (CCCPA) now known as the California Placement Association (CPA). In essence, the thrust of the research project is to identify the current "state of the art" of community college placement services/programs. Working from that information base, a representative knowledgeable Task Force of "practitioners" and "users" of placement services would develop key elements, criteria and quality indicators for an effective comprehensive job placement program/service. This is the role of this Task Force.

Once refined, the publication would become a guide for local colleges to utilize in assessing their placement program/services, identify strengths and needs for improvement and establish priorities for the future. Through this self-assessment, projected planning and future action, it is anticipated that Job Placement operations will become stronger, more effective and integrated into local college services for students and the employer market.

STATE OF THE ART

The placement of community college vocational students in jobs for which they have been trained has become increasingly more important. With the shifting direction of California's work force; the changing patterns of jobs in a service and information oriented society; the mounting percentage of culturally diverse, amnesty, immigrant populations needing training, retraining and basic education and the essential need for "supply and demand" of trained employees for California industries, this will become increasingly more vital in the next decade.

Successful employment of community college vocational education students in jobs closely related to their educational training and preparation is the most meaningful form of program evaluation. A key ingredient in student employment is the availability and accessibility of job placement programs and services. Historically, student placement has been conducted by a variety of college professionals and paraprofessionals. Often services have been more readily available for part-time rather than full-time employment. Placement responsibilities have often been shared by vocational instructors working cooperatively with job placement representatives.

Community college Job Placement Centers range in size, comprehensiveness of services provided, resources available, staffing patterns and qualifications, linkages with employers and vocational education professionals and the college-wide commitment to placement as an essential service which must be accessible and available to all student clients.

The Chancellor's Office, California Community Colleges focus on placement was introduced in 1988 - 89 through support for the Laney College Placement Model Demonstration project. The current project and one proposed for 1991-92 to provide technical assistance support for local colleges and validate the elements, criteria and quality indicators will complete the continuum.

The project Advisory Committee, when it met in November, reviewed existing data and surveys of community college Job Placement Programs/Services. It was the Committee's recommendation that additional field surveys were not necessary. Results of a survey conducted by Joan Jacobson, College of the Canyons in 1990 is attached. Two Task Force members have recently studied community college Job Placement operations and will share additional findings/conclusions. They are: Lyn Hood, Coordinator, Career Planning & Job Placement, Cabrillo College and Alice Hanko, Job Placement Intern, Foothill College and a Master's Degree candidate in Education, Counseling and Psychology, California State Polytechnic University, San Luis Obispo.

In addition to these resources, excerpts which pertain to Job Placement from "They Said it Couldn't be Done," a Student Services Program Review project published in 1986 and conducted over a four-year period, is attached.

Appendix E

An Introduction to the Charrette Process

Charrette (shar-ret') is from the French noun meaning cart. Used in architecture, en charrette (by cart) refers to an intensive critique and planning session.

At the Ecole des Beaux-Arts in Paris, student architects collected their project materials for final jurying by the faculty, seated themselves on a charrette, and were pulled by other would-be architects to their examination. Along the way in a kind of intensive planning process, the group would join talents and backgrounds to critique and refine the preliminary architectural plan or solution, despite the short time available.

The charrette process came to be an assembly of professional architects and students who would jointly analyze a major design problem, develop a number of solutions to the problem, critique these, and select the best. The charrette brought a number of talents, interests, biases, and resource to bear at one time on an important problem.

This intensive group planning technique has been adapted to educational and community planning settings, and will be used by the Task Force of the Job Placement Improvement Project. The Task Force consists of talented individuals from throughout California who have interest, knowledge, and experience in working with community colleges in general, and job placement in particular. Care has been exercised to select a representative Task Force including community college Job Placement workability; co-operative education staff; deans of student services and vocational education; vocational instructors; and student and public and private sector representatives. Consideration was given college and community orientation and size and gender balance. The objective of the Retreat is to have the Task Force combine its many talents and diverse perspectives to develop a number of solutions to various problems, critique these, and select the best.

Specifically, the Task Force will use the charrette process to:

- Refine the overall mission statement for community college job placement programs services.
- Develop rationales for the specific areas that constitute the framework for such programs.
- Refine the elements/components that are essential for effective job placement and develop rationales for each.
- Develop the standards or quality indicators necessary to achieve each program element.

Appendix F-1

Job Placement Improvement Project

Task Force Retreat • San Damiano
Monday, January 14, 10:00 a.m. to Tuesday, January 15, 3:00 p.m.

Objective: Develop key elements, criteria and quality indicators for community college job placement programs/services to serve as guidelines for local college implementation.

Schedule

Sunday, January 13

3:00 p.m. Facilitator orientation, training and planning. Refine first draft of mission statement for Task Force consideration/refinement.

6:00 p.m. Dinner

8:00–9:30 Facilitators planning/coordinating session

Monday, January 14

8:00 a.m. Breakfast

9:00 a.m. Task Force members check-in

10:00 a.m. Welcome – Yolanda Villegas, Project Manager
Introductions
Orientation/Clarification to Tasks & Process
Group Assignments

11:00 a.m. Break-out to Work Groups

12:00 noon Lunch

12:45 p.m. Facilitators/Coordinators meet to assess progress, determine modifications.

1:00 p.m. Work Groups continue

4:00 p.m. Large Group: Report Progress/Interact
Assess overlap/duplication/omissions/work load

5:00 p.m. Break

5:30 p.m. Social

6:00 p.m. Dinner

7:00 p.m. Facilitators meet to assess progress

7:30 p.m. Work Groups Continue

8:30 p.m. Large Group: Mission Statement Refinement

9:00 p.m. Adjourn – Network & Rap

Tuesday, January 15

Vacate rooms, strip linens by 10:00 a.m.

8:00 a.m. Breakfast

9:00 a.m. Large Group Report Progress/Interact/React to Work Group Recommendations

10:00 a.m. Work Groups Continue: Refinement

12:00 noon Lunch

1:00 p.m. Large Group: Work Groups Report Final Recommendations, Consensus Discussion, Plan follow-up needed

3:00 p.m. Adjourn

Job Placement Improvement Project

Task Force Retreat • San Damiano
January 14–15, 1991

Task Force Member Groupings

Work Group I – Resources & Institutional Commitment

Facilitator: Jan Ward, Placement Officer, Saddleback

Members:
1. Lynn Hood, Coordinator, Career Planning & Placement, Cabrillo
2. Dan Matarangas, Asst. Dean, Student Dev., Mission
3. Sally Shepherd, Coord. Job Placement, Modesto
4. Charles West, Director, Co-op Education, Bakersfield

one day 5. Cherie Kester, Director, Training & Dev., Lucky Stores, Buena Park

Elements should address all resources including facilities, staffing, qualifications, budget/funding, developing institutional commitment.

Work Group II – Program Planning & Implementation

Facilitator: Ken Speed, Coordinator, Placement/Work Experience, Butte

Members:
1. Alice Hanko, Job Placement Inter, Foothill
2. Connie Ramberg, President, JOBTRACK Corp.
3. Joe Speer, Quality Assurance Mgr. (Ret.), Mt. SAC, CSU Dominguez Hills
4. Dan Tack, Job Placement Coord., East San Gabriel Valley ROP
5. Gloria Webb, Placement Officer, San Diego CC

Elements should address objectives, activities and procedures for effective job placement programs/services for students/clients.

Task Force Member Groupings
Page 2

Work Group III – Marketing & Internal/External Linkages

Facilitator: Joe Richey, Director, Educational Relations, Pacific Bell

Members:
1. Carla Barnes, Employment Program Supervisor, EDD, Fresno
2. Hugh Carter, Instructor, Department Chair, Laney
3. Chris De Hart, Employment Development Technician, Shasta
4. Yolanda Villegas, Director, Job Placement, Mt. San Antonio

Elements should address developing internal and external linkages with employers, agencies, etc. and with vocational administrators, instructors, counselors and marketing job placement programs/services.

Work Group IV – Accountability: Evaluating & Reporting Results

Facilitator: Dick Wright, Dean, Economic Development/Voc. Ed., Mt. San Antonio

Members:
1. Nick Atma, Coordinator, LMI Project, San Diego
2. Betty Kisbey, Voc. Ed. Specialist, COCCC
3. Eve Madigan, Director, Career Center, L. A. Trade Tech.
4. Roberto Uranga, Recruitment Officer, City of Long Beach
5. Ruth Tarver, Job Placement Coordinator, Fresno CC

Elements should address essential indicators of program/services results, data retrieval/record keeping, e.g. placement statistics and reporting, compliance considerations and related.

Appendix F - 2

Job Placement Task Force
Work Session Agenda

Thursday, March 14, 9:30 a.m. to 3:00 p.m
Quality Inn, Ontario

9:30 **Orientation to Process and Outcomes**

Orientation:	Packets and Meeting Overview		
	Document as Edited and Distributed		
	Input:	Received and compiled	
	Input:	Brought by Task Force Members	
	Definitions:	Review and Reach consensus	
Process:	Work Groups:	Review and refine specific section Identify/Develop attachments, e.g. sample forms, Job Descriptions, etc.	
	Large Group:	Reach consensus on final document	
Outcomes:	Review document - format and content, field distribution, individual contacts, response form		

10:15 **Work Groups**

Review and refine section for completeness, clarity and to reflect input and appendixes

I & IV	Planning and Marketing
II	Commitment and Resources
III	Activities and Services
V	Evaluating and Reporting

11:30 **Large Group**

Work Group Report and Recommendations

12 Noon **Lunch**

12:45 **Large Group Consensus Recommendations**

	Format	Useable and Understandable
	Content	Comprehensive, flexible, practical
	Field Distribution	Target: Student Services & Vocational Deans, Job Placement Coordinators/Directors Individual contacts by Task Force
Time Line	Field Review	by April 19, 1991
	Edit & Refine	by May 17, 1991
	Publish & Distribute	by June 30, 1991

2:30 **Summarize Consensus and Additional Recommendations**

3:00 **Adjourn**

Appendix F - 3

Job Placement Improvement Project
Task Force Editing Subcommittee

Work Schedule and Agenda

Objective: Review field input and recommend content for final Job Placement Improvement publication.

Thursday, June 6

4:00 p.m.	Committee convenes to review revised document and field input. Plans strategy for achieving objectives.
6:00 p.m.	Group Dinner
7:15 p.m.	Working session to edit body content and Appendixes
9:00 p.m.	Adjourn

Friday, June 7

8:30 a.m.	Continental Breakfast
9:00 a.m.	Report progress and recommendation to project Advisory Committee
10:00 a.m.	Reconvene in Work Group(s) to continue final editing.
12:00 noon	Group Lunch
1:00 p.m.	Complete editing
1:30 p.m.	Report final recommendations to Project Advisory Committee/Review Committee's recommendations for Implementation Guidelines.
2:15 p.m.	RFA's/RFP's - 1991 - 1992
2:30 p.m.	In concert with Advisory Committee, evaluate project and recommend future considerations/directions.
3:00 p.m.	Adjourn

JOB PLACEMENT RESPONSIBILITIES AND QUALITY INDICATORS

MAJOR AREAS NEEDING TO BE RESOLVED

1. Clear delineation of responsibilities and quality indicators. The group Yolanda worked with felt many of the quality indicators were actually responsibilities (activities). These need thoughtful assessment.
2. The Planning Section has gone through a major revision. This stemmed from what I saw as a duplication in the "provide an array of services" area with the Activities & Services Section. Services in the planning area should be related to the needs assessment/planning function rather than a comprehensive list of types of services as currently appears in the Activities & Services Section. (And previously was included in the Planning Section.)
3. Although a majority of the comments received from the field were very positive, there were some which were detailed and constructive, and some which were critical. In reference to the latter, they stated the document was too ambitious, too idealistic and too costly. Areas which are still very rough are the:
   Organizational Chart - this aroused the most frequent comment, concerns were the conflict with instruction, co-op and work experience education, reporting relationships (several felt Job Placement should report to the Vocational Dean) and the implied dictation of how the colleges should organize Placement, Job Description - which is a weak area, we know, and the lack of consistency in format, style and content. One suggestion was that a descriptive paragraph of duties would serve the purpose.
   Sample Forms & Promotional Materials - These are all from the Laney Model and hopefully with what Task Force members bring can be resolved. Another possibility would be samples from the CPA or CPC.
   Needs Assessment - One request was listed to include a guide for conducting the needs assessment study.
   Advisory Committee - At least one respondent felt the Committee was not necessary.

Although this does not list all areas discussed or recommendations for change, it clusters the major areas which were more frequently listed. You have the summary of all responses which should be quickly reviewed to make certain they have been given consideration. Many suggestions have been merged into the revised Activities and Quality Indicators. This was done to simplify your editing review. We should go to final preparation for production very soon since funding ends on June 30.

The Advisory Committee is charged with developing Implementation Guidelines. These can be included in a cover letter for the publication OR could be incorporated into the up-front section. However, the Committee would benefit from your recommendations regarding implementation guidelines since you are the "creators" of the publication. It seems very clear to me that this is almost a **self-study/** self-assessment guide.

Appendix G

Strategies for Gaining Field Input & Acceptance

Target Audience/ Organization	Recommended Approach &/or Contact	Individual(s) Committing to Personal Contact
Academic Senate	Mike Anker	Betty Kisbey
Assembly/Senate	Assemblyman/Senator depending on district made by task force area representative	For district areas (DOD) contacts
Butte College Director of Voc. Ed. & Voc. Ed. Dept. Chairs	Meet with & solicit input/feedback	Ken Speed
California Placement Assoc.	Presentation & Documents	Yolanda Villegas
California State Council on Vocational Education	Presentation & Documents	Joe Richey
California State Job Training	Presentation & Documents Coordinating Council	Joe Richey
CAROC/P Placement Task Force	I will be presenting the edited & compiled Task Force recommendations to Dan Miller, President. All members of the CAROC/P Placement Task Force hopefully will review document.	Dan Tack ROP representative on Placement Task Force & Advisory Committee
CCC Board of Governors	Presentation	Joe Richey
CCCAOE (California Community College Administrators of Occupational Education)	Mary Wylie, President Dick Chard, Staff Development Chairperson	Dick Wright

Chamber of Commerce	Depending on District	
Chancellor's Office	Betty Kisbey	
Co-op Ed/Career Center	Depending on District	
College President, State and local Board of Governors	Depending on District	
Community College Deans of Vocational Education, Instruction, Student Services, Division Chairs, Faculty Senate, Chief Instructional Officers	Depending on District	Dick Wright
Community College Occupational Advisory Committees	Depending on District	
Community College Districts	Meeting for input on Document	Gloria Webb San Diego CC
	Contact President of Organization or 10 regional maps	Betty Kisbey
County of San Diego	Meeting for input on Document	Gloria Webb San Diego CC
EDD	Contact Area Administrator in my area to share information obtained from handbook/seminar. Ask to talk with other Area Administrators.	Carla Barnes
Feather River College Placement Coord./Director	Phone follow-up to solicit comments & feedback. Will also ask them to get feedback from their voc. ed. faculty.	Ken Speed

Foothill College	Individual and/or joint meetings, review rough draft, field input with: Dick Charles Dean of Students (VP) Fred Critchfield Dean of Voc. Ed. Gerry Ulillo Dean of Administration Harry Saterfaid Dean of Counseling Lilly Adams Career Center Coordinator Linda Vallner Job Developer	Alice Hanko
Grossmont College	Meeting for input on Document	Gloria Webb San Diego CC
Job Placement Dept. Heads	Meeting for input on Document	
Job Placement Officers Deans, Student Services	Personal contact with schools on JOBTRAK network to reinforce their commitment to this plan.	Connie Ramberg David Franey Ken Ramberg
Job Placement Personnel	Through CPA	Jan Ward
Lassen College Placement Coord./Director	Phone follow-up to solicit comments & feedback. Will also ask them to get feedback from their voc. ed. faculty.	Ken Speed
Mesa College	Meeting for input on Document	Gloria Webb San Diego CC
Mira Costa College	Meeting for input on Document	
Miramar College	Meeting for input on Document	

CPA North State Employers & Placement Professionals	Section mtg. @ Solano College (date t.b.a.)	Ken Speed
Other Colleges in Area	Placement Director Force Members	Individual Task
Palomar College	Meeting for input on document	Gloria Webb San Diego CC
Redwoods, College of Placement Coord./Director	Phone follow-up to solicit comments & feedback. Will also ask them to get feedback from their voc. ed. faculty.	Ken Speed
Siskiyous, College of Placement Coord./Director	Phone follow-up to solicit comments & feedback. Will also ask them to get feedback from their voc. ed. faculty.	
Southwestern College	Meeting for input on document	Gloria Webb San Diego CC
Western College Placement Association	Presentation	Jan Ward
Yuba College Placement Coord./Director	Phone follow-up to solicit comments & feedback. Will also ask them to get feedback from their voc. ed. faculty.	Ken Speed

Appendix H

JOB PLACEMENT IMPROVEMENT PROJECT

Community College Job Placement Program Quality Indicators

Response Form

After reviewing the draft document, please note your suggestion and recommendation on this form and return it **no later than April 19.**
Please respond; your views are important! Thanks.

_____ (_____) _____
College Telephone

_____ _____
Address Zip

Respondents(s):

_____
Name Title

_____
Name Title

_____
Name Title

Duplicate this form if additional space is needed

Please complete both sides of this form. Reference the page number and note your recommendations OR check (✔) No suggestions box if that response applies.

Section	Page No.	Revision/Addition
I – Planning ☐ No Suggestions		
II – Institutional Commitment/Resource ☐ No Suggestions		

Section	Page No.	Revision/Addition
III – Activities/Services ☐ No Suggestions		
IV – Marketing ☐ No Suggestions		
V – Evaluating/Reporting ☐ No Suggestions		
Appendixes ☐ No Suggestions		
Glossary ☐ No Suggestions		
Additional Comments/Recommendations:		

Mail Completed Form To:
Job Placement Improvement Project
671 Chaparral Road
Sierra Madre, CA 91024

MAIL BY APRIL 19

Appendix I

Job Placement Improvement Project
Community Colleges/Agencies Responding

College	Respondent
Allan Hancock Community College	Shirrells, Shirley
American River College	Dangerfield, Joanne
Butte College	Corwin, Elizabeth
Cabrillo College	Hood, Lyn
Cerritos College	Rodriguez, Stephanie
Chaffey College	Pendleton, Peggy
Citrus College	Foti, Faye
Coastline Community College	Berggren, Ron
	Evers, Helen
Copper Mountain College	DaShiell, Larry
Cosumnes River College	Sullivan, Sherry
Cosumnes River College	Larsen, Gert
Cuesta College	Bennett, Sid
Cuyamaca College	Davis, Nancy
Cypress College	Yocum, Barbara
DeAnza College	Kawazoe, Shirley
El Camino Community College	Walton, Patricia
Foothill College	Adams, Lily
Fullerton College	Barron, Francisco
Glendale College	Lorenzo, Mirta
Hartnell Community College	Yarman, Linda
	McMullen, Ruth
Kings River Community College	Russo, Joe
Laney College	Griffin, Cleophas
L.A. Trade Technical	Beaird, Helen
L.A. Trade Technical	Nakano, Kenneth
Mendocino College	Myers, Marie
Mission College	Pedersen, Kyle
Modesto Jr. College	McLeod, Wilma
Modesto Jr. College	Blank, Arnie
Mt. San Antonio College	Anderson, Monica
Mt. San Antonio College	Paulson, Bruce
Napa Valley College	Finley, Deborah
	Bauer, Lauralyn
Ohlone College	Marx, Gail
Orange Coast College	Woodyard, Steve

Pasadena City College	Abdul-Khoaliq, Saleem
	De la Fuente, Yolanda
Rancho Santiago College	Joe Dias
Riverside Community College	White, Auston
San Bernardino Valley College	Burson, Thurmon
San Diego City College	Webb, Gloria
San Mateo, College of	Morehouse, Steve
	Mahood, Marcia
	Burns, Elaine
Santa Barbara City College	Handelsman, Marge
Santa Monica College	Cox, Linda
Santa Rosa Jr. College	DeLaney, Kathy
Siskiyous, College of	Rowe, William
Victor Valley College	Kumbin, Allan

Other Agencies	**Respondent**
Chevron	Locke, B.M.
Chancellor's Office–CCC	Perry, Kimberly
FIDM	Calhoun, Sharon
JOBTRAK	Ramberg, Connie
L.A. County ROP	Placement Personnel
LMI Project	Atma, Nick

Job Placement Improvement Project
Community College Job Placement Program Quality Indicators
Suggested Revisions/Additions

Section I – Planning

Page No.	Revision/Addition	Author
2	Technical currency of instructors in field	Larry DaShiell Copper Mountain College
1	Statewide Compliance Requirements	Nancy M. Davis Cuyamaca College
2	Quality Indicators/Students Add: "Culturally relevant and responsive services and resources." Add: Reference Library "including employer literature."	Shirley Kawazoe DeAnza College
2	Bus/Ind/Labor ...needs for: Add: "Affirmative Action hiring"	Shirley Kawazoe DeAnza College
2	Admin. & Faculty ...needs for: Add: "Job market trends" and "in-class job search instructional presentations."	Shirley Kawazoe DeAnza College
3	Community College and "community" sponsored career activities	Shirley Kawazoe DeAnza College
5	Update instructor technical expertise	Larry DaShiell Copper Mountain College
	C. Employment Services Students – Job Survival Skills Business/Industry & Labor Co-op Education	Helen Beaird L.A. Trade Technical
	Well Done.	Marie Myers Mendocino College
3	Should individual quality indicators be preceded by a dash (–) as in the previous page?	Monica Anderson Mt. San Antonio College
2	Job development <u>specifically</u> designed to provide jobs for disabled students and disabled voc. grads. (Job development issues for this population are very unique).	Steve Woodyard Orange Coast College
2	Add VOLUNTEER to Internships and Apprenticeships.	Gloria Webb San Diego City College

3	I have reservations about inviting the community to our Job Faire. Most of our employers want to hire SMC students and with the recession there would be enormous amounts of people looking for employment. As it is, we have a number of students from UCLA and USC trying to use our services.	Linda Cox Santa Monica College
2	1. #1 for Students – add "temporary employment opportunities" to list. 2. #1 for Students – add "interview techniques" to list. 3. #1 for Administration & Faculty, add "salary trends" to list.	Kathy DeLaney Santa Rosa Jr. College
1	Quality Indicators. Needs idenfitied are validated through: ADD: • Employment Development Dept.	Allan Kumbin Victor Valley College
2	Quality Indicators. Services provided respond to the identified needs of: Students, including needs for: ADD: – Emotional support ADD: – Employer problem solving	Allan Kumbin Victor Valley College

Section II– Institutional Commitment/Resources

Page No.	Revision/Addition	Author
	Appropriate staff/combinations of services should be organized to meet individual college needs. Commitment and Resources should be placed before Planning (*Budget/Funding).	Nancy Davis Cuyamaca College
5	Quality Indicators: Change "President" to "College" demonstrates support of Job Placement (master plans are not usually written by the President).	Shirley Kawazoe DeAnza College
5	Quality Indicators: Change "strategical" to "strategic" Change to "...allocating operating budget to provide support..." Eliminate "hard money."	Shirley Kawazoe DeAnza College

5	B. Staff Activities Comment: 1.3 "Retention" and 1.7 "increased transfer rates" are outcomes not activities. For Programs & Instructors, add 2.4 "graduate and student follow-up"	Shirley Kawazoe DeAnza College
6	Quality Indicators: Comment: There's really no need for 2 job developers in colleges over 7,000+. Overall, staffing guidelines seem arbitrary. It would be more flexible to list the # of FTEs and job tasks/functions.	Shirley Kawazoe DeAnza College
7	Quality Indicators: Add: "computer hardware & software for placement activities."	Shirley Kawazoe DeAnza College
7	E. Budget/Funding Activities: Comment: would hate to see any sort of internal college "formulas" for funding areas of student services. Priorities change, I would prefer to negotiate budgets each year, gives much more flexibility.	Shirley Kawazoe DeAnza College
	Quite Detailed – Good	Patricia Walton El Camino College
5	A. Institutional Commitment. Activities. 2. Centralized Job Placement. Quality Indicators. The president makes it clear to all college staff that all student employment activities are to be centralized in Job Placement.	Francisco Barron Fullerton College
6	C.2. (addition) Activities. 2. On-going Job Placement Staff Meetings. Quality Indicators. Staff meets on a regular basis, invites other campus personnel to attend, takes and disseminates minutes to appropriate personnel.	Francisco Barron Fullerton College
	D. Facilities & Equipment Space for employer reference library and employment literature rack for students.	Helen Beaird L.A. Trade Technical
	Well done. Some of the indicators both Quality, Activities will be helpful for future development and support.	Marie Myers Mendocino College

	Suggest that you explore possibilities for alternate sources of funding! Does the college need to work on this alone? Might we coordinate with other agencies? Please identify funding sources – district hard money is too vague.	Wilma McLeod Modesto Jr. College
6	First line, second column – population should not be capitalized.	Monica Anderson Mt. San Antonio College
	Commitment misspelled in the black border.	Gloria Webb San Diego City College
5	Staffing of an Advisory Committee, including representation of: ADD: • Chamber of Commerce	Allan Kumbin Victor Valley College

Section III– Activities/Services

Page No.	Revision/Addition	Author
9	Quality Indicators: Add: "Job Placement staff satisfaciton with quality of jobs and cooperation provided by employers" under job development activities.	Shirley Kawazoe DeAnza College
10	Quality Indicators: Add: "College information TV monitors" as method of distributing job orders. Change: "Job Retention & Growth Skills Training" to "Career development activities." Add: Interviewing and "follow up" and "Job Clubs/Support Groups" to "job seeking skills training." Change: "Number of students referred" to "Number of students assisted." (I don't agree that the number of referrals is an indication of quality).	Shirley Kawazoe DeAnza College

11	Quality Indicators: Add: "Number of culturally diverse students and students with special needs assisted" under activities for students. Add: "Number of employers reporting status (hired/not hired)" under "Assess employer needs." Add: "Number of and satisfaction with collaborative projects/activities with instructional departments, etc." under Internal Coordination.	Shirley Kawazoe DeAnza College
12	Add: "Number of and satisfaction with jointly sponsored activities with off-campus services" under External Coordination.	Shirley Kawazoe DeAnza College
	Suggestion: Publicize job placement and encourage businesses to place listings on campuses.	Patricia Walton El Camino College
11	E.2. Student Follow-up. Activities. Report Office of Civil Rights data and investigate and report unethical or illegal employment practices to authorities. Quality Indicators. Comparative ethnicity statistics for students referred and hired for jobs are recorded and reported. Placement Director assists students who are victims of illegal employment practices.	Francisco Barron Fullerton College
	Most of the activities I am performing, but I like the format for organizational chart and student letter, questionnaire.	Marie Myers Mendocino College
9	Why not bring EDD on campus?	Wilma McLeod Modesto Jr. College
10	Placement – OK to refer – employer should screen.	Wilma McLeod Modesto Jr. College
11	Employers best suited to assess his/her needs.	Wilma McLeod Modesto Jr. College
11	Column 2 – space between lines 7 & 8	Monica Anderson Mt. San Antonio College
9	Should there be a quality indicator for #3?	Monica Anderson Mt. San Antonio College

10	More "Job-keeping, work ethics..." to go under Job retention & growth skills heading.	Steve Woodyard Orange Coast College
12	External: ADD: • # employers that use college placement office repeatedly.	Allan Kumbin Victor Valley College

Section IV- Marketing

Page No.	Revision/Addition	Author
11	E.3. Activities. Student Evaluation of Services. Quality Indicators. A student evaluation of services is conducted yearly. The results are compiled, disseminated and used to improve program services (see enclosed sample). (NOTE: none was enclosed.)	Francisco Barron Fullerton College
	Marketing is not a problem for our Center. We recently had a Career Fair and 92 exhibitors came to our campus.	Marie Myers Mendocino College

Appendixes

Page No.	Revision/Addition	Author
Chart	I recommend the attached organizational chart since the coordinator of Student Employment and the Co-op W.E. Coordinator are certificated positions at our college.	Joanne Dangerfield American River College
32-34	See attached job descriptions for similar/equivalent positions at Chaffey.	Peggy Pendleton Chaffey College
39	Intake Questionnaire – Questions 13 & 15... Is this to see if student is being unrealistic? Otherwise these questions make no sense to this reader.	Ron Berggren Coastline College

C-3	Employment Questionnaire – 15. Strongest Work Skills, Strongest Personal Skill. 16. Student would not know. 17. Student would not know. 18. If we are training people for jobs paying $4.25/hour, something is wrong. Doesn't this mean college training in vocational programs, or it it ESL, Basic Skills training only?	Ron Berggren Coastline College
29-35	Comments: Organizational charts, job descriptions tend to limit approaches to placement and promote a specific type of organizational structure. There's nothing wrong with the sample job descriptions, it's just that they represent one of many approaches and/or divisions of labor – not necessarily the best or most appropriate for the needs of individual community colleges.	Shirley Kawazoe DeAnza College
36	Sample letter too wordy for good promotion. Can we clean up the grammatical, typographical errors?	Shirley Kawazoe DeAnza College
38-50	Forms may not be the best samples; most are visually ver cramped.	Shirley Kawazoe DeAnza College
51-52	I object to promoting JOBTRAK. While I feel they are a fine service, we shouldn't be promoting just one, or any, for that matter.	Shirley Kawazoe DeAnza College
20	A.1. Lines, boxes around positions should be consistent. Arrowheads are not necessary. Broken lines – can be used to indicate communicative relationships between positions.	Francisco Barron Fullerton College
35 to 47	Wider variety of sample placement (student & employer) forms. Examples relate mostly to Laney College vocational education special project. Request forms from other placement centers.	Joe Russo Kings River Community College
	Maybe color code for quicker indexing	Marie Myers Mendocino College
20	Org. Charts are responsibility of the institution.	Wilma McLeod Modesto Jr. College

38	What is the purpose of this? What students are asked to complete this?	Wilma McLeod Modesto Jr. College
42	#9 – Is this legal? #10 – how used?	Wilma McLeod Modesto Jr. College
50	Not appropriate for community college	Wilma McLeod Modesto Jr. College
31	Line 1 – should this be forty-hour rather than four-hour?	Monica Anderson Mt. San Antonio College
20	Placement Manager needs to be in a position of authority and carry some weight in the political makeup of the college. Reporting to VP or President might make that possible.	Joe Dias Rancho Santiago College
23	Suggest placement office supervisor be under Dean of Vocational Education.	Thurmon Burson San Bernardino Valley College
20	Organizational Chart suggests that Job Placement manager is also director of the career center. If this is the case, the title should be coordinator career planning & job placement. B.1.2 and B.1.3 confusing, where are these titles on the organizational chart?	Marge Handelsman Santa Barbara City College
	I've enclosed our current job specifications for the Director of Student Placement position for your use.	Linda Cox Santa Monica College
36	Appendix C-1 letter is too long. Rewrite to be less wordy and easier for reader to pinpoint the services offered.	Kathy DeLaney Santa Rosa Jr. College
42	Application contains illegal questions. See below for suggested changes: Appendix C-3 – Illegal to ask birthdate, race and age. (Items 7, 8, 9). Reword No. 11 to say: Do you have the legal right to work in the U.S.? ___YES ___NO Reword No. 10 to say: Do you have any conditions which may limit your ability to perform the job(s) applied for? If yes, what can be done to accommodate your limitations?	Kathy DeLaney Santa Rosa Jr. College
20	I would think, because Co-op is an isntructional program this might conflict with VP of Instruction.	Allan Kumbin Victor Valley College

Glossary

Page No.	Revision/Addition	Author
	Suggestion: Add more terms related to affirmative action is... and gender equity is... etc.	Patricia Walton El Camino College
64	J.L.D. (Job Location and Development). A federally authorized program which allows 10% or $30,000, whichever is less, of the college's College Work Study allocation to be used to locate and develop jobs for all currently enrolled students.	Francisco Barron Fullerton College
	J.T.P.A. – Job?? Training Partnership Act	Cleophas Griffin Laney College

Additional Comments/Recommendations

Page No.	Comment	Author
	I think this is an outstanding publication long needed. Thank you for a job well done.	Shirley Shirrells Allan Hancock College
	You have neglected the curriculum updating, instructor updating. I realize that this is Job Placement, but these areas will reflect in employer & industry satisfaction and more important student success. Otherwise this package looks good.	Larry DaShiell Copper Mountain College
	All of the proposed changes would greatly enhance all Job Placement Centers at the Community Colleges in the State of California. Funds to implement these changes would have to come from the college's education master plan in order to provide sufficient staffing, facilities and equipment.	Sherry Sullivan Cosumnes River College
	Very well done!	Gert Larson Cosumnes River College
	The Task Force has done a fine job. I hope we can meet the model sometime soon.	Sid Bennett Cuesta College

	Job Placement and Career Services, as a title or concept should be consistent throughout document (Please refer to Title Page)	Nancy Davis Cuyamaca College
	Excellent... I especially found the appendixes very helpful and will use them in the future.	Barbara Yocum Cypress College
	Very comprehensive! We plan on implementing some ideas right away. This was very helpful.	Linda Yarman Hartnell Community College
	Excellent Report. All community colleges should strive to have these segments of a job placement center in place.	Joe Russo Kings River Community College
	Thorough document... Valid guide for establishing full service Student Placement Center. Good job!!	Cleophas Griffin Laney College
	This document could be a valuable resource in developing guidelines and maintaining an effective Placement Program, provided the Placement Offices are allocated appropriate funds and receive cooperation from administrators, counselors, and faculty, especially those involved in vocational programs.	Helen Beaird L.A. Trade Technical
	As a guide to developing and improving the Job Placement function at a campus, the document is very informative. However, Section II (Commitment & Resources) is the key to enhancement of services. Without added resources, optimal staffing cannot be initiated, which results in less than optimal services.	Kenneth Nakano L.A. Trade Technical
	Thank you for your hard work and I am sure the job descriptions of the different positions within the framework will assist me when considering a reclassification.	Marie Myers Mendocino College
	Looks like a wonderful plan to enhance career aspirations of staff! Good model for us to work toward.	Wilma McLeod Modesto Jr. College

	I'm afraid I couldn't give you any feedback on Content. I simply don't have the expertise in that area. Hope my picky comments are helpful rather than annoying. Nice job!	Monica Anderson Mt. San Antonio College
	A very comprehensive model! I have concerns as to how realistic it would be to implement a model as comprehensive as this within the framework of the current and projected statewide budget crises.	Gail Marx Ohlone College
	Good work. I wish that we all had the money to allow for total implementation.	Steve Woodyard Orange Coast College
	I believe I see the light at the end of the tunnel. Placement may soon be recognized as one of the most important services an educational institution provides. Why else would some one get job training/ preparation if not to obtain employment? Thank you all for your efforts.	Joe Dias Rancho Santiago College
	The section commitment and resources should be before planning as it would flow better both in activities and quality indicators. This area is very difficult to maintain consistency with job placement. Reviewing the document job placement, career planning and work experience are interchanging. What is this document??? Job Placement ... not clear.	Gloria Webb San Diego City College
	Excellent Document	Marge Handelsman Santa Barbara City College
	The Task Force did an outstanding job in presenting information on how an ideal job center should look. I commend all of you for your hard work. I hope that we all receive the necessary funding to insure the success of this exceptional placement office model. Thanks again for your insight and hard work.	Linda Cox Santa Monica College

	Excellent job	William L. Rowe Siskiyous, College of
	This will be very useful when it is distributed.	Allan Kumbin Victor Valley College

Appendix J

IMPLEMENTATION GUIDELINES

The Guidelines should address the wide range of Job Placement Programs which currently exist. They should suggest uses for the novice as well as the comprehensive placement operation. It is important to suggest stages of growth and development, long range and short term planning and implementation, a "team" approach involving the many different types of professionals who are directly or indirectly involved with placement and the utilization of the Job Placement Advisory Committee if one exists.

The value of the publication is its flexibility and that it is not prescriptive. It rather suggests some possible activities for consideration and indicators of how those activities can be assessed. Although my understanding is that there is not a planned "test", it is essential to plan for revision and updating as conditions change.

Of particular concern to many respondents was the lack of resources to support Job Placement. Some options and alternatives might be suggested, i.e. other sources for funding, services to be tapped into or purchased, etc. Concern was also expressed about "how toos", e.g. how to gain institutional support and commitment. Since this is not a manual of step-by-step procedures, it may be advisable to suggest other resources which provide that type of help. Some Advisory Committee members are also serving on the Task Force Review & Editing Subcommittee. Careful thought should be given to whether one or more of those individuals should work with the Advisory Committee in developing the Implementation Guidelines. As Project Manager and Committee Chairperson, Yolanda will lead this activity.

Appendix K-1

JOB PLACEMENT IMPROVEMENT PROJECT ADVISORY COMMITTEE MEETING

Friday, November 9,1990
9:30 a.m. - 2:30 p.m.
Red Lion Hotel, San Jose

AGENDA

OBJECTIVE: TO ADVISE ON PROJECT STRATEGY AND TIMELINES AND TO RECOMMEND FIELD SURVEY DESIGN AND DISTRIBUTION AND TASK FORCE MEMBER COMPOSITION & RETREAT GUIDELINES.

1.	Meeting Overview & Introductions 1.1 Advisory Committee Representation 1.2 Review of Packets & Materials 1.3 Meeting Outcomes	Yolanda Villegas Project Manager
2.	Project Review & Clarification 2.1 Anticipated Outcomes & Products 2.2 Schedule 2.3 Budget	Shirley McGillicuddy Subcontractor
3.	Existing Data 3.1 Related Surveys and Projects 3.2 Committee Member Information Exchange 3.3 Information Voids	
4.	Survey - Work Group I 4.1 Questionnaire Design 4.2 Distribution Strategies	Yolanda Villegas, Chair
5.	Task Force Retreat - Work Group II 5.1 Proposed Dates & Location 5.2 Charrette Process 5.3 Advisory Committee Role	Ken Speed, Chair
6.	Other 6.1 1991-92 Job Placement Project 6.2 State of the State/Chancellor's Office	Betty Kisbey, Specialist Project Monitor

Appendix K-2

Job Placement Improvement Project
Advisory Committee

Agenda

Objective: Review Task Force Editing Subcommittee recommendations and field input for Job Placement Quality Indicators, develop implementation guidelines, evaluate the project and recommend directions for the future.

Friday, June 7

8:30 a.m.	Continental Breakfast
9:00 a.m.	Introductions, Project Overview, Task Force Editing Subcommittee Progress Report
10:00 a.m.	Orientation/discussion of assigned task
10:30 a.m.	Work Group: Develop Implementation Guidelines and strategies for promoting understanding/use of Quality Indicators as a Job Placement Program improvement vehicle.
12:00 noon	Group Lunch
1:00 p.m.	Complete assignment
1:30 p.m.	Review Task Force Editing Subcommittee's recommendations/ Present Implementation Guidelines and strategies. . Reach Consensus
2:15 p.m.	RFA's/RFP's - 1991 - 1992
2:30 p.m.	Evaluate project and recommend future considerations/directions.
3:00 p.m.	Adjourn

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